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Education and  
training within a  
knowledge  
economy

By

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When individuals think of the environment, like the nature of directing corporate environments over actually effecting change within a given field or locus of control, most people would not think that their money could be spent on planting tree's. Now imagine school children were able to develop a value for the environment through access to the internet (that is service provision of websites and organisations such as Ecosia which is a competitor to Google and Microsoft search engines with a twist. Ecosia plants trees with every search that is made online) as well as through access to services that were/are designed to alter urbanisation and the cabin fever that includes the modern stresses associated with growing up in solely an urban environment.

## **Transferable and non-transferable skills in a knowledge economy**

Transferable (soft skills) and non-transferable skills (hard skills) within a knowledge economy are the backbone of maintenance of a strong foundation of corporate interchange revolving around a learning organisation. A workforce and thus an organisation that grows and learns with its staff and customers has a competitive advantage to a less than dynamic organisation that is unable to learn through the processes and communications infrastructure as underpinned by more than simply the passage of time with regards to service delivery. Whilst management must project an air of professionalism and respect for employees in the modern age, the organisation that standardises its delivery of organisational operations output will in no ways be lacking when dealing with internal as well as external customers and stakeholders as well as shareholders (both of whom have a stake in the positive, dynamic and proactive output of any given business). The definition of Soft and Hard skills in a learning organisation (for example the NHS) to name one example of an organisation that develops its ability to operate and solve problems on an operational and strategic level must be at the heart of Human Resources development as professional development of any individual requires a level of self management.

Delving into the layering and delayering of financial institutions and intermediaries, or even the financial accounting and reporting arm of organisations such as Bupa in comparison to the NHS and Nuffield Health with a view to altering the nature of learning within the same organisations, managers tend to lack the same core skills (Hard skills) which operational staff are required to exhibit day to day. The need for an organisation to value the same corporate infrastructure through guidance of the relevant workforce allows for the development of the same workforce over time and gives a business its competitive edge. But the issue is not one of a workforce learning as a combined whole but rather one of the society the business works in not just competing, but rather learning through training and understanding of individual transferable skills.

1. An example of transferable Soft skills that are of importance in the modern age include but are not limited to the control and evaluation (of the self) throughout the training process within any given institution, and this is not a utilised ideology as taking ownership of ones own learning is not something that is heavily identified as a priority in the operation of a job role, project focus or day to day task. Whilst most organisations (say a university such as Heriot Watt in Edinburgh, in comparison to Edinburgh University or Napier University) focus on their staff retention with core functions from hospitality to the actual business service deliver through administration and lecturing facilities throughout their relevant faculties, job satisfaction is reduced and staff retention equally limited where there is a lack of Hard and Soft skills due to experiential difficulty in acquiring more skill-sets throughout the organisation. Each of the above named organisations has a hospitality department with regards to student retention (the ultimate customer) whereby goods and services will more than likely be consumed at an ever increasing rate in order to give individuals a competitive advantage over competing individuals. Universities work on the basis that the same consumers and customers of their services in specific fields will compete with and equally work in teams to complete their educational training whilst developing Soft and Hard skills that can only be further developed upon when not in the field (e.g a managerial student will learn skills that will allow them to work in a field that is outwith their core competence). But in this regard, the customer (student) must utilise and fully acknowledge the nature of the investment in their education through the time and knowledge gained and the cost accrued in the form of a loan to the student awards agency or local/national learning agency and core learning provider. As such differentiation of soft and hard skills must be made clear because whilst the consumer and customer of service delivery in a biscuit factory as opposed to a taxi service may vary from day to day, the role of the customer in allowing the business function of an organisation to continue is paramount therefore the customer is king or queen of the domain the business resides in.

2. Consumer markets develop over time as with businesses, but a business must grow with its customers, again in the definition of educational organisations regardless of their listing in leagus and tables of achievement, there is still the same culture of individualism that limits a corporate development schemata within a community. Imagine in this instance I was to speak directly to a Cheif Executive of a bank as a consumer, I would ask them about my own personal interests and the knowledge and skills I have as a customer would define the relationship I have and would like with the business that I allow into my life. But where I have no knowledge of the products and services the example banking group allows and promotes in my life, I would not be able to comment, develop or acknowledge the business relationship I have with the financial institution or banking group I hold my accounts with. In the same way, internal processes are such that increasing the complexity of individual roles increases the amount of interpersonal communication required from a training provider. Now an example of a business that communicates on a personal level with a customer may be a book store or more generally a retail outlet which is the final face outside of customer service relationship management such as technical services of a given business. Retail as opposed to corporate customers require similar levels of interpersonal communication on an individual and on a group wide level. Where training is not in place for the organisation to learn and move with regards to consumer markets, regardless of social motives and (or) societal cohesion (in this example I will use the idea of the governments attempts to cure society of homelessness) the question has to be asked, how to alter societal motives so that a multi-tiered definition of current and future activities, investment and infrastructure can allow for th development of attitudes with a view to altering the course of society. Another example might include armed and social coercion with changes being made too slowly whilst attitudes changing too rapidly within the upper echelons of society.

3. In the interests of technical and non-specific skill sets, education is the key to creating a combined effort that would allow for the future development of an industry. Taking the Jobcentre for instance as an example of a business and only a strata of a particular market (skill based and non-skill based acquisition of Human Resource(s) through individual need and government want in the form of service delivery) an educational, vocational training and understanding of the role of the customer is missing within the value chain of the business. Money is pumped into training and vocational skills based learning within organisation's but operations on a client to client basis is limited due to the attitude of employees who despite ultimately being civil servants, define their role in society as above those who are not in work. Unemployment leads to decline of economic appropriation which in turn leads to loss of earning for clients, can be difficult to deal with and can ultimately lead to poor social standing, mental ill health and a lack of positive and proactive lifestyle choices due to the lack of supportive and guiding principles within class based indifference. So how do you develop your workforce to improve an organisation such as the Jobcentre? Linkages with community training providers? Administration of cultural and institutional learning or by turning the infrastructure into a center of excellence through infrastructural down to community led change? Despite these facts and questions, not enough is being done to change the attitudes of individual(s) and organisations such that collaboration as opposed to competitive convergence and divergence is elaborated upon due to the complexity of changing society.

4. The Scottish Prison Service, rehabilitation field(s) and legislative arms of government could work together to incorporate the same values on an organisational level within its current frame of business and institutional output such that involvement of university and college administration(s) and infrastructures could lead to an investment in the definition of or redefinition of rehabilitation. i.e. taking away television would only lead to a limitation of service within a single cell. But provision of for instance, ellocution lessons, grammatical and mathematical learning, principles of education and societal difference and commonality within a frame of contextual change might effect and update/upgrade the nature of prison systems. But incorporating a customer led health infrastructure that allows for the development of the individual as opposed to solely the incarceration would allow a cost efficiency and might develop the individual. i.e. imagine going into prison for petty theft, drunk driving or any number of civil deviations and violations and then coming out of prison with a knowledge of Jeremy Bentham's defining principle or Francis Bacons definition of society through an academic principle. Imagine Prison officers as university lecturers rather than individual(s) learning crime from each other in prison. Rehabilitation would mean more than simply teaching people about the law, it would involve reclassifying society such that you put the human element back into not just society but the individual.

## Investing in People

"Cost efficiency", "efficiency of scale" and "Total Quality Management (TQM)" are managerial words for ways in which service production and delivery of products and services can be produced but not solely within production and delivery but logistics through to corporate strategic management of brand loyalty, retention and marketing of the corporate vs. operations heirarchical matrix with regards to larger business infrastructures but equally through small and medium enterprises. Without the application and continuous development of quality standards within an organisation the management and mitigation for differentiation of service can only be the downfall of the very same organisation as the limitation of quality monitoring and quality standards limits the ability to standardise the service and create key performance indicators (KPI) within any given market, operation or organisation through the core business functions.

Where staffing issues are a part of the business function of larger outsourceable organisations, the idea of a methodology which incorporates the words "investing in people" as a mantra rather than simply a bi-product of legislation or poorly implemented training prioritisation should always be at the forefront with regards to recruitment. From organisation to organisation, corporate governance and learning are a key component in defining the success of performance indicators as per strategic, tactical and operational (day to day) plans of action, cost control and time management plans. Defining the nature of (and the role) of any given employee throughout an organisation this allows for the performance of the business and ultimately employee retention with the least possible damage towards business service provision and development of services.

Whilst there might not be a scope for the vital relationship between customer retention and knowledge of staff in all small enterprises there is still a scope for training of which this document will solely be concerned as a means to creating and instilling the importance of corporate communication not just through interaction with individuals such as companies and customer relations but equally through the nature and the use of a prime example; the bank vs. its competitors. The core competencies of any business incorporates service/product creation, service/product delivery and service or product development and promotion.

The importance of customer retention with relations to knowledge and retention of staff as well as longevity of service is so important in business in the modern age and may be seen by some though not all managers as the application of knowledge and set criteria designed to project and motivate confidence in the specific sector of operation. This is the difference between internal and external benchmarking of operations, processes and business definable activities that allow for the development and promotion of the knowledge economy that operates within any given business. In this regard it is important to note the importance of undertaking temporary vs permanent processes and procedures, protocols and projects; each of which have a direct relation to the nature of staff and customer retention, reduction of sick days and the nature of organisational interchange within a competitive and transitional economic environment. Education with regards to the nature of specific services and products plays a key part in the overall nature of a competitive industry or organisation as does staff training with regards to the reduction of sick days and of overall staff retention as it costs money to train, educate and keep a workforce motivated and competitive with regards to service provision and product creation through to delivery of business output. Without education; primary, secondary or tertiary, the delivery of a specific product, service or business output is limited in so far as there will only be a partial ability to provide the product, service or business output where staff and customers are unawares as to what the role of the product or service is and how it impacts on the relationship between customer and corporation.

In order to retain customers, a chain of communication that is progressive and jargon free though still containing valuable information such as the nature of continuous improvement, individual resources that are unique selling points of the business and control and monitoring plans of action need to be applied and relayed to both staff and customers. In a commonsense and proactive project led and project forecasting plan of action that involves the TQM (Total Quality Management) of the organisations output, use of a common sense approach to the analysis and problem solving aspects of service delivery equally involves taking ownership in order to overcome issues and problems with regards to the very same operational requirements. This can be done in a number of ways

1. Cost projection of the competing scope, budget, schedule and resources of any individual project (e.g a sale or in the example of the bank vs. competitors; the nature of a competitive savings rate in comparison to the rate of interest, both of which are incredibly low and likely designed to limit the overall return on investment in individuals not involved in wealth management and wealth acquisition are able to retain). What is interesting in this light is the nature of the investment in training which in many modern business is limited to operations as opposed to a holistic ideology that creates and then redefines and manages staff expectation whilst encompassing the need to be customer focused and customer led. Any business that does not redress the relationship between itself and its market is always more than likely to reduce the movement and consumption of goods and services, especially within a saturated and heavily regulated market.



2. Corporate data relating to the analysis of processes and the foundations of the sub-systems that are related to the future investment within any given organisation can only allow for the future management of key performance indicators such as for instance learning processes that ask a customer how they approach and develop specific buying habits being an example of a corporate data that must be evolved in every business. This is because if you are not aware of how productively as a manager and (or)owner of a business, your staff are, then you are not in a position to define how productive they have been historically and how productive they will be in the future when circumstances are different. This is important because historically data is a good individual example of a means with which to gauge past and future experiential performance within a given market and or future market. Evaluation equally is impossible without corporate analysis of data, whether it be financial accounting for the purposes of tax evaluation or simply revenue minus overheads, rent, parts and machinery, stock and so on and so forth. In the example of the bank vs. competitors, temporary and permanent staff are hired on a regular basis. In order to allow for the promotion and retention of new staff as well as cover for old staff, current and future trends as far as the reliability of a corporate stakeholder such as a recruitment organisation is required. But in the instance whereby a corporate stakeholder, the contract holder and the client both have to coordinate with one another in order to define how best to serve the actual client or end user and consumer of services and products, that is the banks' customers. Thus, a training system is set up in such a way as to allow for the continuous development of an individuals career without impacting on personal and public service. Equally small businesses have to do the same in order to keep up with larger infrastructures and this can only be done through one of two means.

- Through a project that is both temporary and clearly defined through the analysis of a business need such as for instance the need for more customers. In order to gain a larger share, any given business must appeal to the market that it operates within. In order to appeal to the market, the business must have something that individuals want, or that individuals need, or create the industry such that people and individuals require a product, service or business output in the same way that Government, local or national, has service delivery that is either a need, a want or an amalgamation of both with regards to the delivery of services to the public.

- Through creation of a unique service that is equally both clearly defined and has a start and end date which is unequivocal (please note that this is in reference to projects as a means to capacity building which, as with all service provision will encompass some portion of risk and the need for a well thought out plan with regards to risk management so as not to lose market share and or creatively access risk mitigation scenarios as per the project plan and brief.

## The importance of grammar in the English Language

In order to understand a language, one must understand the rules surrounding the use of the same language. Knowledge of a language implies an understanding of its construction; and in this instance the readers ability to use and form sentences and string together groups of words with meaning is presupposed. However, not everybody is fluent in the use of nuanced tones, syntax and grammatical continuity. That is to say, in order to understand literary productions, one must understand grammar and to understand grammar one must be subject to literature. 'Synergy' is a word in management terms that means "*the sum of the parts being unequal to the whole*". The main point in this instance is one person must master their chosen or native language. In order to do this, they must find a way to fully comprehend in its entirety the use and structure of their chosen or native language such that they can then be classed as a master of that language usage. In so doing they will acquire the ability to breathe breath anew to the very same, thus giving language and speech life.

The grammar of a language changes to suit the reader e.g. read a text message in *txt spk* and you will begin to comprehend the shorthand nature of mobile texting language which is commonly used in order to save time and effort whilst typing on the move. Comprehension of spoken and written language along with the grammatical variability within the three as well as the difference between speaking and writing in an academic setting each require a different form of thought along with comprehension of language. The composition of literature is no different with the rules of grammar making up the very nature of the observable composition of literature, be it formal, classical, informal, fiction or non-fiction.

Grammar changes the way sentences are pronounced and read, and as such a scientific analysis in thought must be applied in order to be understood by others; though this may not always necessarily be the case despite the overall tone and message being diluted due to misunderstanding. Grammar, whilst being of the nature of love or hate, has no other use than to define the rules and regulations of a language and its use. Where you love grammar, you will likely use it to full effect.



To understand the grammar of any language does not entail full and unequivocal diction and knowledge of a language. This is because the reasoning of the mind in which rational, logical thought must and always will precede the articulation and dissemination of structured and reasoned presuppositions, hypotheses, postulates and arguments.

In every language from mathematics to psychology, the natural sciences to architecture, grammar and the grammarian is concerned not solely with verbal or written iterations of a language but rather whether the use of the language flows and can be understood by all. Logic in its basest form relies on the capacity of the intellect of both the reader, listener or audience but equally on the subject who wishes the object of their thought train to be understood. In much the same way, the grammarian must apply rules of longstanding custom as handed down from generation to generation in order to be clearly understood.

The laws of speech vary between individuals, communities and cultures. One key aspect always remains regardless of language used, this is the grammatical inference; of which good and proactive use of grammar only aids in the struggle to produce and to be understood.

Whilst I am not an expert on the complete assertions of any given language as an author, I hope that all I am able to provide through my personal and impersonal musings on English and Latin will serve to bolster and cement your personal journey thorough the logical and ever changing tributaries within the universal use of grammar. Equally whilst I have attempted to minimise errors throughout the body of my work, I hope they will (if any exist) serve to increase rather than reduce the need for a reversal in the neglectful use of grammar forthwith.

## Understanding grammar: a brief introduction

To understand how language is used, one must read to understand when punctuation is used, what punctuation is used for and why punctuation is used. Understanding punctuation is almost but not entirely a precursor to being a good grammarian.

The characters employed during reading and writing in written language signify how to pronounce, when to pause, emphasis, when to promote a new paragraph or an addition to a sentence or extension to a sentence etc. The same characters can alter the meaning of a sentence and allow the reader to follow the authors train of thought succinctly. The following are the most commonly used of punctuation points in the English language.

- ✓ The Period or *Full Stop* (.) is derived from the Greek for circuits. It denotes the completion of a sentence.
- ✓ The Comma (,) is derived from Greek. It defines a pause in a sentence. This can be through definition of dependent and (or) less than constructive aspects of a sentence.
- ✓ The Colon (:) is derived from Greek and signifies a 'member' of a sentence into two or more parts which are not independent.
- ✓ A Semicolon (;) Latin in origin defines parts of an interconnected compound sentence that has a connection or dependence on a clause in a sentence.
- ✓ The Interrogation (?) is Latin and means 'a question'. Usually used to denote a question (a mark at the end of a question – hence the modern term question mark)
- ✓ The Dash (-) can be used in a number of ways such as continuation of a sentence or word as well as in an *ellipsis* (Greek for omission and is in reference to anything omitted in a sentence).
- ✓ The Exclamation (!) is Latin for a passionate utterance and is used like a question mark, at the end of a passionate utterance or exclamation.

- ✓ Parenthesis is a term that means to add a clause, an extra point, a sentence or phrase to a sentence in order to further explain a point in a sentence or call attention to something and is Greek, meaning to insert; parenthesis can further be divided into:-

- ✕ The Cratchets '()'
- ✕ The Brackets '[]'
- ✕ The Brace '{}'

Parenthesis can also be used in numerical functions and formula.

- ✓ Hyphen (-) derived from Greek usually allows two words to be read as one.
- ✓ The Macron (̄, ā) when placed above a vowel allows a long sound and is demonstrated with a right Acute (right leaning as opposed to left leaning accent. In the case of a left leaning accent the Macron is Grave) i.e. á,é,í,ó,ú.
- ✓ The Breve (̆, ă) when placed above a vowel shortens the sound of a vowel. Please note that in the English language the vowels are a,e,i,o,u and consonants are any letter outside of the five mentioned.
- ✓ The Diæresis (̈) signifies one syllable or the separation of a vowel.
- ✓ The Apostrophe (') omits a letter allowing words that usually require two or more to be omitted e.g. wouldn't instead of would not etc.
- ✓ The Cedilla (ç,,) is a mark placed under certain letters to signify their soft usage.

- A handy way to learn all the different accents would be to look at a character map and then devise the word(s) you might be looking for or search online.

As the ancient Greeks and Romans didn't use punctuation in order to spell out breaks in speaking and literary compositions an example has been included as follows:-

*"Ibis et redibis nunquam peribis in bella"*

is Latin and translates as and could be written as:-

*"Thou shalt go and shalt never return, thou shalt perish in battle"*

or

*"Thou shalt go and shall return, thou shalt never perish in battle"*

Depending on whether the operative comma were placed after the word *redibis* or *nunquam*. Therefore it is important when unversed in punctuation and basic grammar to read as if the punctuation were actually evident. i.e. one must understand the sentence they are to read in order to allow for the pauses in speech that are usually aided by punctuation.

## Classification of literary works

Literary works that are of a Narrative nature focus on narration and likely contain a simple story with a beginning, a middle and an end. Whilst narratives can contain descriptive work, didactic strands and arguments or even hallmarks of the eloquence of the bar or pulpit, their overall character is narrative. This is because of the nature of dialogue or discourse with the reader and the direction of their (the readers) train of thought.

Descriptive works of literature are those in which something is described; this tends to be of a more informal and highly developed nature,. Didactic discourses are usually designed in such a way as to instruct the reader in moral, religious or scientific works; differing from the Descriptive where the natural world is defined. Argumentative trains of thought are attempts to further Didactics through specific debates as to the merits of a subject or otherwise; in either direction, an argument must be proven to be true or false through measured and marked language that clearly states the basis for an argument.

Promiscuous work in comparison to Pathetic literature (which evokes pity, love, and admiration or any number of emotional responses) are unclassifiable due to their not falling into any characterisable format. The Eloquence of the Bar refers to the language used in Law whilst the Eloquence of the Pulpit refers to the language used in religious settings.

## Statements and simple propositions

Statements, propositions and sentences infer a thought or emotion, idea or fact. Whilst in some instances they are interrelated, they are different; for instance, a sentence along with a statement is usually two or more words whilst a proposition must contain no more than two words. e.g. Francis walks. Removal of either word renders the sentence null as it then takes on an alternate form as a single word, which may or may not make sense depending on how it is used. As it stands the example sentence is what is commonly known as an '*affirmative proposition*' because it affirms or declares something. The statement "Christ lives." is an example of an affirmative statement. Where the opposite were true it would be called a *negative proposition* and is usually characterised by a denial of some fact or string of words such as "Peter does not pray". The use of the inclusion of the adverb *not* and the emphatic form *does* changes the nature of the proposition "Peter prays" from an affirmative proposition to "Peter does not pray", which is the negative proposition of the same statement.

Use of the question mark alters the nature of a proposition further as follows; "Does Luke speak?" which changes to a negative interrogator "Doesn't Mark speak?" . At this point make note of the Apostrophe which shortens *Does not* to *Doesn't*.

Equally *Does* is the emphatic form of *Do*, and the word *not* is how the proposition is transformed to a negative from a positive affirmation; and due to the insertion of the two words before *Mark speak* the statement then becomes an interrogative negative (a negative question).

There are two forms of proposition, namely simple and compound. A simple proposition would for example be "Matthew walks" whilst a compound proposition would include "Matthew walks when listened to". The compound proposition is made up of the two statements "Matthew walks" and "Matthew is listened to"; where a compound sentence contains two or more statements within the sentence. Note propositions become statements where there are more than two words.

But both are sentences where they are followed by a period (a full stop).

The propositions mentioned above all declare or *aver* something. That is, the statements "Matthew walks", "Peter prays", "Luke or Mark speaks", "Christ lives" all *aver* or declare something. This is done through the use of verbs which is the act or *doing* word – namely in this regard *lives, speaks, prays, walks*. The noun is the *name* of a person or object e.g *Peter, Luke, Mark, Christ, Bible, chair, Printing press, table*.

As mentioned a sentence and proposition must contain at least two words. These two words must be made up of a noun and a verb. Pronouns such as *he* or *she* and *it* can be used instead of a noun in order to name a person or item. The noun or pronoun of a sentence denotes the subject of the sentence i.e. Matthew, Mark.

Subjects (nouns) in the sentences (averments/propositions) "Matthew fights", "Matthew climbs", "Paul looks" would include Matthew and Paul. On the other side of the averment (declaration) is the predicate (the verb or act). Therefore a predicate is the attributable act of a subject.

Adjectives are usually used with nouns, pronouns and verbs in sentences. They aren't designed to be used on their own and are epithets (or attributable to a noun, meaning they are used in reference to a noun). e.g. (exempli gratiâ) "Luke is good" is constructed of "Luke" (noun, which can be substituted for *he* as the pronoun), "is" (the epithet or verb) "good" (adjective or attribute). Adjectives vary from verbs through essentially the doing word, that is to say, "good" is not a doing word but rather a quality of a persons character. Make note that the word "is" in "Luke is good" is a *copula* or linking word as the proposition "Luke good" would be an incorrect use of grammar.

Proof